



## Item 24

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# California's Accountability and Continuous Improvement System:

Update on the Implementation of the California State Plan for the Every Student Succeeds Act

January 2019



**TONY THURMOND**  
State Superintendent  
of Public Instruction

# Information Item

This is an update on the implementation of the California State Plan for the Every Student Succeeds Act (ESSA).



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State Superintendent  
of Public Instruction

# ESSA Background

- Signed into law by President Obama December 2015
- Reauthorization of the federal Elementary and Secondary Education Act (ESEA)
- Replaces the No Child Left Behind Act
- Ensures educational equity and opportunity for disadvantaged and high-needs students
- Supplements state programs



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# State Plan Update

**July 12, 2018:** U.S. Department of Education (ED) approved California's Consolidated ESSA State Plan (State Plan).

**November 8, 2018:** California State Board of Education (SBE) approved the California Department of Education's (CDE's) recommendation to amend California's ESSA State Plan for submission to the ED.



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of Public Instruction

# Waiver Request Update

California requested a four-year waiver from the ED to allow California to include recently reclassified fluent English proficient students measuring the progress of English learners (ELs) to achieve English language proficiency and provide additional weight for long-term ELs.



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# Waiver Request Timeline

April 12, 2018	SBE directed CDE to request waiver from ED
May 16, 2018	CDE submitted waiver request to ED
October 9, 2018	California received "Initial Determination of Denial" letter
October 17, 2018	California resubmitted waiver request
January 11, 2019	English Learner Progress Indicator Waiver Hearing



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# **California's Continuous Improvement and Accountability System and ESSA Implementation**



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State Superintendent  
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# ESSA State Plan Implementation Stakeholder Outreach (Slide 1)

August 22, 2018	SBE Memorandum: ESSA Implementation Timeline
November 2, 2018	ESSA Stakeholder Meeting
November 27, 2018	Tuesdays at 2 Webinar
December 4, 2018	Tuesdays at 2 Webinar
December 10, 2018	ESSA Stakeholder Meeting





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# ESSA State Plan Implementation Stakeholder Outreach (Slide 2)

- |                   |  |
|-------------------|--|
| December 12, 2018 | Local Control Funding Formula (LCFF) Stakeholder Study Session |
| January 10, 2019  | SBE Item: ESSA Implementation                                  |
| January 22, 2019  | Tuesdays at 2 Webinar  |
| January 24, 2019  | ESSA Stakeholder Meeting                                       |



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# Central Components of the System

- Central components of California's Accountability and Continuous Improvement System include:
  - Local Control Accountability Plan (LCAP)
  - California School Dashboard
  - California's System of Support



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# **ESSA School Planning, Identification, and Assistance Requirements**



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State Superintendent  
of Public Instruction

# ESSA Planning Requirements

- ESSA contains school planning requirements for schools that:
  - Receive Title I funding and operate schoolwide programs
    - In California, this was known as the Single Plan for Student Achievement.
  - Are identified as low performing
    - Comprehensive Support and Improvement [CSI]
    - Targeted Support and Improvement [TSI]
    - Additional Targeted Support [ATS]



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# Schoolwide Program Planning Requirements

- The development of the plan shall include comprehensive needs assessment that takes into account:
  - information on the academic achievement students, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging State academic standards; and
  - any other factors as determined by the LEA.



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# Schoolwide Program Plan Requirements

- The plan shall include a description of the strategies to meet school needs and how the strategies will:
  - provide opportunities for all students, including each student group, to meet the state standards;
  - strengthen the academic program, improve learning time, and support enriched and accelerated curriculum; and
  - address the needs of all students in the school, particularly those at risk of not meeting the state standards.



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# ESSA School Identification

ESSA requires states to identify multiple categories of schools for different types of support with the following associated planning requirements:

- At least the lowest performing 5 percent of Title I schools - comprehensive support
- High schools with graduation rates below 67 percent - comprehensive support
- Schools with “consistently underperforming” student groups - targeted support
- Schools identified under number 3 where a student group on its own is performing at or below the level of schools identified under number 1 - additional targeted support



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# CSI Planning Requirements

- ***The LEA*** shall, for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes





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# CSI Plan Requirements

- The Plan must:
  - be informed by all indicators, including performance against state-determined long-term goals
  - include evidence-based interventions
  - be based on a needs assessment
  - identify resource inequities, which may include a review of LEA and school-level budgeting to be addressed in the plan



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# CSI Approval Requirements

- The plan must be approved by the school, the LEA, and the State Educational Agency (SEA); and
- Upon approval and implementation, the plan is monitored and periodically reviewed by the SEA.



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# TSI Planning Requirements

- The school shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), develop and implement a targeted support and improvement plan for the school to improve student outcomes for each student group identified.



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# TSI Plan Requirements

- The plan must:
  - Be informed by all indicators, including performance against state-determined long-term goals
  - Include evidence-based interventions



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# TSI Approval Requirements

- The plan must be approved by the LEA
- Upon approval and implementation, the plan is monitored and periodically reviewed by the LEA



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# ATSI Requirements

- Same as for TSI, except that the plan must also identify resource inequities, which may include a review of LEA and school level budgeting to be addressed in the plan



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State Superintendent  
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# **ESSA School Identification: SBE Approved Criteria**



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# Identification of Schools for CSI

## Which schools are eligible for CSI?

- Two groups of schools are eligible for CSI:
  - Lowest performing 5 percent of Title I schools
  - All high schools with graduation rates below 67 percent

## How often are schools identified for CSI?

- Identification process occurs **once every three years**
  - First identification: 2018 Dashboard





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# Lowest Performing 5 Percent of Title I Schools: Criteria

## What are the CSI criteria?

- Criteria (color combinations) are included in approved ESSA State Plan
  - Schools with all red indicators
  - Schools with all red but one indicator of any other color
  - Schools with all red and orange indicators
  - Schools with five or more indicators where majority are red



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## Lowest Performing 5 Percent of Title I Schools: Details

- **All** schools (both traditional and DASS) that meet the criteria will be identified for CSI.
- The 2018 Dashboard data will be used in identification process.
- Identification is based on school level performance (“All Students”)
- Identification will occur in January 2019.



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# Graduation Rates Below 67 Percent

- Any high school with graduation rate less than 67 percent **averaged over two years** will be identified for CSI
  - Based on the graduating Classes 2017 and 2018
- **All** high schools (Title I, non-Title I, traditional, and DASS) are eligible for identification.
- Identification is based on school level performance (“All Students”)



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# Identification of CSI

- Schools can only be identified for support **under one CSI category at a time**. The hierarchy is:
  - Graduation Rate
  - State Indicators



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# Identification of Schools for TSI

## Which schools are eligible for TSI?

- **All schools** (Title I and non-Title I) can be identified.

## What is the criteria for TSI?

- Schools with one or more student groups that, **for two consecutive years**, meet the same criteria used to identify the five percent **and** have performance colors for at least two state indicators, will be identified for TSI.
- DASS schools are not eligible for TSI in 2018 because they did not receive a Dashboard report in 2017.



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# Identification of TSI and ATSI

- A school can only be identified for support in one category at the time:
  - Schools identified for CSI will not be identified for TSI or ATSI at the same time.
  - Schools may only be identified for one type of targeted support in any given year, either TSI or ATSI.



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# TSI Timeline

## How often are schools identified for TSI?

- Identification process is **annual**.



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# Identification of Schools for ATSI

- ESSA requires schools to be identified for ATSI beginning with the 2018 Dashboard.
  - To meet this requirement schools identified for TSI will be moved into ATSI.
    - The 2017 and 2018 Dashboard data will be used in the identification process.
- Identification occurs **once every three years.**





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# CSI and ATSI: 2019 Dashboard

- In November 2018, SBE approved a revision to ESSA Consolidated State Plan to identify a second set of schools for CSI and ATSI in 2019.



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# Exit Criteria

- Schools may exit CSI, TSI, and ATSI annually if they no longer meet the criteria, **AND** if the Status for the indicators has increased.



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# ESSA School Planning and Assistance



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State Superintendent  
of Public Instruction

# School Plan for Student Achievement (SPSA)

- The development of the SPSA shall include:
  - Comprehensive needs assessment
    - Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
    - May include local data
  - Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals



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# School Plan for Student Achievement (SPSA) (Slide 2)

- The SPSA shall include:
  - Goals set to improve student outcomes, including addressing the needs of student groups
  - Evidence-based strategies, actions, or services
  - Proposed Expenditures
    - Address findings of needs assessment
    - Consistent with state priorities
    - Identify resource inequities
    - May include a review of LEA budgeting, LCAP, and school level budgeting, if applicable



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# School Plan Flexibility

California *Education Code, Section 64001* allows schools identified for comprehensive or targeted assistance under ESSA to use the SPSA to meet federal planning requirements (along with LCAP, as applicable).



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# CSI Plan Approval

- The SSC develops the SPSA
- The SPSA includes CSI Planning requirements
- The LEA governing board approves the SPSA
- The LEA reports the CSI Planning Summary in the LCAP Plan Summary (pending SBE approval)
- The COE approves the LCAP (including CSI Plan Summary)
- The CDE recommends list of approved LCAPs with CSI plans to the State Board of Education (SBE) for approval



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State Superintendent  
of Public Instruction

# Rationale for Approach to CSI

- Under this proposal, planning and assistance process for schools receiving support can be incorporated into the local accountability plan process and school planning process:
  - LEA remains locus of responsibility for supporting school improvement
  - No separate, bureaucratic school improvement plan
  - School improvement strategies would align with overall goals and actions/services for the LEA
  - Can connect to accreditation process





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State Superintendent  
of Public Instruction

# Next Steps (Slide 1)

## January 2019

- ESSA School Identification
- LEA and School Planning tools and guidance released

## Early Spring 2019

- ESSA Funding for CSI allocated to COEs and LEAs



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State Superintendent  
of Public Instruction

## Next Steps (Slide 2)

- January 2020 ESSA School Identification (2019 Dashboard)
  - In November 2018, SBE approved revisions to ESSA Consolidated State Plan to:
    - Align identification of schools with the Local Control and Accountability Plan (LCAP) timeline
    - Include English learner (EL) progress “Status” as one of the identification criteria